

 <p>Cree School Board Commission scolaire crie</p>	<h2>Policy on the Evaluation of General Education Students of Sabtuan Adult Education Services</h2>	
	<p>Department responsible: Adult Education Services Effective date: March 17, 2014 Amended on: April 29, 2016 Approved by: Resolution #EC 2016-217</p>	
	<p>References:</p>	<ul style="list-style-type: none"> ▪ Council Policy Manual: E (mega-End); E-1, E-2; E-4, EL-1 and EL-4 ▪ Administrative Guide for the Certification of Studies and Management of Ministerial Examinations -- General Education, Adult Sector (MEES)
<i>Other Policies</i>		

1) General Provisions

Purpose

1.1. This Policy sets out the requirements applicable to the evaluation of general adult education students within the Cree School Board.

Principles

1.2. General Adult Education courses offered by the Board are recognized by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES)
. In support of the present Policy, the Board adheres to the following principles:

- a) Students are entitled to quality teaching meaning that teaching is prepared and delivered, and that it evaluates students on a regular basis;
- b) Sabtuan Adult Education Service (SAES) is committed to provide equal opportunity to all students;
- c) SAES has adopted a "Student-Centered Learning" approach to education;
- d) SAES adheres to the MEES three fundamental principles of justice, equality and equity as well as the three instrumental principles of coherence, rigor and transparency;
- e) Students are entitled to know the results and the marking scheme¹ used in their evaluation.

¹ A set of criteria used in assessing student learning.

[Type of evaluations](#)

1.3. The Types of evaluations followed by Sabtuan Adult Education Services are:

- a) **Formative evaluation:** evaluation that occurs periodically at the end of a series of learning tasks, such as a lesson or part of a lesson. Formative evaluation is used to determine a student's level of proficiency in the subject in order to, if necessary, adjust the teaching and learning to the needs of the student;
- b) **Summative evaluation:** the evaluation that occurs at the completion of an extended series of learning tasks such as a course or a major segment of a course. Summative evaluation is used to determine the promotion of a student and the granting of a diploma;
- c) **Diagnostic evaluation:** evaluation that is meant to be used to identify a student's strengths and needs with a view to facilitate his proper placement in a program of studies or a course.

[Diploma and certification](#)

1.4. MEES certifies students for graduation from Adult Education and awards students who fulfill the MEES requirements with a Secondary School Diploma or other diplomas.

SAES awards students who meet SAES requirements with an attestation of achievement. This may or may not lead to the granting of a MEES diploma.

[Definitions](#)

1.5. In this Policy, the following words or expressions mean:

- a) **Assessment:** the process of gathering, analysing, interpreting and using information about student progress and achievement to improve teaching and learning;
- b) **Learning Plan:** a living document that guides a student's learning;
- c) **Pedagogical team:** a team composed of the Adult Education Consultant and the Student Success Counsellor, and when needed, other professional staff.

2) SAES Course Offerings

[Community needs](#)

2.1. Course offerings are primarily based on the needs of each community and must be approved by the director of SAES. The MEES list² of courses in the programs of study will be referred to in determining annual course provisions.

[Role / Consultant](#)

2.2. For each of the courses offered, the Adult Education Consultant:

- a) determines the required course materials;
- b) provides required exams to the teacher on request.

[Institutional course](#)

2.3. At the discretion of the Director of SAES, authorization may be given to offer a complementary course.

² The MEES document: "Information on the services and programs of study provided under Adult General Education 2012-2013".

3) Student Assessment

- [At the start](#) **3.1.** At the start of any program, each student's current skills and competencies will be assessed.
- [Adaptation](#) **3.2.** All assessment results will be used to adapt the instruction to each student's needs.
- [Roles](#) **3.3.** All assessments are prepared, administered and interpreted by SAES professional and/or teaching staff or by external resources as required.
- [Learning Plan](#) **3.4.** A Learning Plan will be created for each student registered in SAES under the direction of the Pedagogical Team.

4) Course Outlines

- [Preparation](#) **4.1.** Course outlines (including learning tools) are prepared by the teacher after consultation with the Pedagogical Team. This document gives an overview of each course as described in section 4.3 below.
- [Approval](#) **4.2.** All course outlines must be submitted by teachers to the Coordinator of Adult Education – General Education for approval. The approved course outlines will then be forwarded to the Coordinator of Adult Education – Administrative Services.
- [Content](#) **4.3.** At the start of any program of studies, teachers must provide each student with course outlines, including but not limited to the following:
- a) Course title;
 - b) Course code;
 - c) Name of the teacher;
 - d) Classroom number and location;
 - e) Course objectives (the competency levels that students should have acquired upon completion of the course);
 - f) Teaching methods (methods used for the delivery of the course: personal study, group study, tutoring approaches, mentoring, etc.);
 - g) Learning materials used for the course (textbooks, exercise books, technological approaches, etc.);
 - h) Types of evaluation used for the course;
 - i) Weighting of marks per evaluation.

5) Assignment Deadline

[Due date](#)

5.1 The teacher and the student will agree on a due date for work assigned to him. That agreement can be re-negotiated when the student submits a valid reason such as Act of God, illness, family reasons, etc.

6) Examinations

[Request](#)

6.1. Any adult may request permission to challenge an examination for a course provided he registers with SAES and is able to illustrate his readiness to the Pedagogical Team.

The adult has therefore to register for the course and pass the examination to earn the credits that result.

[MEES examinations](#)

6.2. MEES examinations³

Compulsory examinations are summative examinations used to evaluate learning in compulsory subjects (language of instruction, second language, and mathematics). The MEES is responsible for developing these examinations.

Evaluation for certification purposes takes place regularly. General adult education centres may administer examinations at any time during the year when a student is considered to have met the requirements of a given program of study.

[Regional examinations](#)

6.3. Regional examinations

Regional examinations are summative or formative examinations developed by the SAES and administered to students under uniform conditions.

The procedure, grading and reporting of results of the regional examinations are the same as those of the MEES examinations.

A student who passes an exam but wishes to improve his mark, may retake the exam once should he wish to. If a student retakes an examination, the student must write a different version and the best result is recorded.

The minimum grade to pass is 60 percent.

6.4. No summative examinations may be used for study purposes.

[Previous examinations](#)

6.5. Under no circumstances will copying of MEES or regional exams be permitted.

[Formal Testing](#)

6.6. Formal tests

- a) These tests are administered under the direction of professional staff to assess a student's level of knowledge within a given area;
- b) Only individuals registered in General Education are authorized to participate in assessment;

³ Refer to the MEES *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*.

[Database of exams](#)

c) All requests for exams within GeXamine must be made by the teacher to the General Adult Education Consultant at least two weeks in advance.

[Student report/Exam](#)

6.7. Teachers are required to mark all examinations; complete the student report and send it to the Coordinator of Adult Education – Administrative Services as soon as possible (See **Appendix A**).

7) Students with Special Needs

[Counsellor](#)

7.1. Services to students with special needs will be guided by the SAES Student Success Counsellor.

[Guiding principles](#)

7.2. Necessary accommodations and/or adaptations must be approved and implemented in accordance with guiding principles.

8) Achievement Record

[Frequency](#)

8.1. An achievement record will be produced and sent to students by the Coordinator of Adult Education – Administrative Services in:

- January
- May
- July, when needed.

[Declaration](#)

8.2. The Coordinator of Adult Education – Administrative Services is responsible for communicating the student results to MEES.

9) Conservation of student documentation

[Exams](#)

9.1. The teacher must ensure that all student ministerial and regional exams are sent to the Coordinator of Adult Education – Administrative Services;

[Duration](#)

9.2. All MEES and regional exams will be kept in a central location for a period of 3 years.

10) Application of the Policy

[Previous provisions](#)

10.1. This Policy replaces all other policies of the Board pertaining to this subject, while respecting the *Council of Commissioners Policies/Ends* where applicable.

[Official version](#)

10.2. The official version of this Policy is kept by the Secretary-General of the Board.

[Responsibility](#)

10.3. Any person referred to in this Policy must abide by all its provisions and all managers of the School Board are responsible to ensure that all its provisions are applied and respected.

The Director of SAES is the person responsible for providing support in the interpretation of this Policy and to ensure its revision when necessary.

